LANGUAGE LEARNING BARRIERS IN THE ENGLISH DEPARTMENT AT AHAD RUFIADAH FEMALE COLLEGE IN KKU

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ABSTRACT: *This paper is based on action research carried out in the English Department at Ahad Rufiadah Female College, in King Khalid University, Saudi Arabia. The purpose of this study is to investigate the central problems related to the learning teaching of English in Saudi Arabia. Some major barriers include: motivation, less exposure to English in day to day life, lack of teacher professional development programs. The research is conducted among the students of English of King Khalid University from different levels in addition to the teachers.*

KEYWORDS: barriers, English teaching, English in Saudi Arabia, motivation, components of curriculum, pedagogical barriers, and administrative barriers.

INTRODUCTION

Article Fifty of the Educational Policy in the Kingdom of Saudi Arabia states that students should learn at least one foreign language to be able to interact with people of other cultures for the purposes of contributing to the message of Islam and serving humanity (Al-Seghayer, 2011). This article delineates the rationale for the teaching of the English language in Saudi schools, where the learners' ability to communicate with foreign language speakers ranks as a priority. Hence, it seems reasonable to claim that policy-makers, stakeholders, and other decision-making bodies in Saudi Arabia view the English language as an important tool for the development of the country in terms of both international relations and scientific-technological advancement (Khan, 2016). Regardless of the status and functions of English in Saudi Arabia, there are language-learning barriers that learners and teachers of EFL face around the world. Students' proficiency levels continue to be defective and unsatisfactory according to learners, teachers and decision makers as well (Elyas & Al Grigri, 2014). A barrier to learning, in general, is anything that stands in the way of a learner being able to learn effectively. A learner may experience one or more barriers to learning throughout his or her education (Brown, 2007). Accordingly, inadequate performance appears to be due to major barriers, including psychological, social, pedagogical and administrative constraint (Al-Seghayer, 2011). This research intends to investigate the language learning barriers at the English Department at Ahad Rufiadah Female College in King Khalid University specifically because the program

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outcomes are not up to expected level. Therefore, learning and teaching deficiencies are the motivation for the investigation of the different obstacles to find out the reasons and analyze such learning barriers.

The Significance of this Study

English language has an important status and function in the Kingdom of Saudi Arabia. Teachers, learners, and decision makers try their best to achieve success in English language Education. Irrespective of their efforts, the outcomes are not satisfying, and Ahad Rufiadah College students are not an exception to the dismal performances found in the Saudi educational establishment. Accordingly, the significance of conducting a study that deals with the issue of English language learning barriers is to reveal the different barriers, and to find out if one or more barriers are significant for the learners at Ahad Rufiadah College. The results of this study generally will benefit Saudi English learners and teachers to recognize the barriers to learning and suggest possible solutions to improve the educational process.

The Purposes of this Study

The study aims to achieve the following goals:
- Define the different language learning barriers present at The English Department at Ahad Rufiadah college.
- Find out the barriers that also affect teacher performance during the teaching process.
- Suggest solutions and recommendations to overcome the learning barriers.

The Research Questions

This study seeks to answer the following questions:
1.   Do students have and recognize the different language learning barriers?
2.   What are the common barriers students face?
3.   What are the classifications of the different barriers?
4.   What are the barriers that teachers face during the teaching process?

LITERATURE REVIEW

Many studies have been conducted to analyze language learning barriers and English language learning and teaching barriers in the Arab world or specifically in Saudi Arabia (Al-Seghayer, 2014 & 2011& 2017; Khan, 2011& 2016; Elyas & Al-Grini, 2014; Fareh, 2010). Interestingly, most of these studies have similar results regarding the barriers to learn and teach English language. Al-Seghayer, (2014) conducted a study about the actuality, inefficiency, and needs of EFL teacher-preparation programs in Saudi Arabia. the writer addresses several issues with reference to Saudi EFL pre-service and in-service teacher's preparation program. Specifically, the aims were to closely examine the reality and needs of EFL teacher preparation programs in Saudi Arabia and to propose areas of improvement to the current EFL teacher-preparation programs in Saudi Arabia. The

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discussion has demonstrated that the English proficiency level of English teachers in Saudi Arabia is expected to remain at its current level and same as the inadequate preparation of English teachers unless all relevant factors are considered. Teacher training and development need to be greatly considered. Additionally, having national standards in place along with nationwide programs for EFL teacher training must be facilitated. Regardless of such an important status and multiple functions of the English language in Saudi Arabia, the key players, i.e., Saudi EFL teachers, are inadequately trained to prepare students to be good English learners. It is publicly acknowledged that the proficiency level of the majority of Saudi Arabia's English teachers is insufficient to the degree that they barely understand the materials that they are attempting to teach to students. From the early 1980's to the present time, English teachers in Saudi Arabia were trained through programs offered by the English departments at various Saudi university colleges of education and colleges of arts, or in four-year English programs at various colleges.

These programs prepare Saudi instructors to teach English at the elementary, intermediate, and secondary levels in public schools. Graduates of these programs are awarded a Bachelor of Arts degree in English. Over the course of four-years, prospective teachers are exposed to linguistics, teaching methodology, English literature, and education courses. At the outset, in some universities, these students must first enroll in an intensive program for one or two semesters. In some educational colleges, students are required in the final semester of the preparation program is designated as a practicum, in which prospective teachers are assigned to teach for one semester in an intermediate or secondary school under the supervision of one of their advisors. In This article, Al-Seghayer investigated how English teachers are trained in Saudi Arabia, the modifying direction of EFL teacher-preparation program, an overview of the proposed EFL preparation program and its components, and long-term plan: reconsidering the study plan of the current local EFL preparation programs and establishing a national EFL training center. In addition, Al-Seghayer, (2014) investigated the most common constraints affecting English teaching in Saudi Arabia.

These constraints are observed in several areas, including students' beliefs, aspects of curriculum, pedagogy, and administrative processes. Addressing these considerations will enable the people involved to continue to advance in the right direction and will also enlighten them to the fact that identifying, analyzing, and suggesting corrective action for the existing problems or issues would be beneficial in bringing about much-needed curriculum reform. In addition, Al-Seghayer thinks that regardless of Saudi people positive attitudes towards English in general and its status, functions, and exerted efforts, Saudi English education continue to seriously suffer on all aspects and that the outcome has not been satisfying or, to state the least, is not up to the mark. Specifically, the English as a foreign language (EFL) learners' proficiency level in English remains inadequate and below expectation. This performance seems to be attributed to four major constraints, as shown in Figure 1, including beliefs, components of the curriculum, and pedagogical and

administrative constraints. In this introspective essay, I will provide an in-depth discussion of each one of these EFL teaching constraints in a Saudi context, thus aiming to reveal its manifestations and track its causes and consequences. First, Al-Seghayer started with beliefs constraint since beliefs about foreign language learning are central constructs and, thus, play a major role in the success or failure of the teaching-learning process of English. Second, a close analysis of the Saudi EFL curriculum reveals various constraints that impede the process of teaching EFL, including limited time for instruction, a lack of learning material resources, the imparting of knowledge, and the constraints of the teaching methodology. Third, besides components of curriculum constraints, there is another set of pedagogical constraints that contain demoralizing factors in the teaching-learning process of English in Saudi Arabia, including insufficiency of English teaching preparation programs and constraints that pertain to English teaching methods. Finally, administrative constraints stand as the fourth major constraint confronting English teaching in Saudi Arabia. They are classified into the following categories: constraint of centralization; constraint of lacking cooperation and partnership with the expertise and specialized centers locally, regionally, and globally; and constraint of the absent of EFL comprehensive strategic plan.

Additionally, khan, (2011) studied English learning and pedagogy difficulties in Saudi Arabia. Khan claims that teaching English as a Foreign Language is always a challenging task and English in Saudi Arabia serves a very limited purpose. Yet, it is very important for social as well as technological development. Therefore, English language teaching in Saudi Arabia particularly catches the attention of many researchers. Teaching English in Saudi starts at the school level. Despite good overall planning, purposive curriculum, integrated textbooks, qualified teachers, achievement is below the expectations. Therefore, diagnostic studies should better be undertaken in different language areas and skills so that the teacher may know the types of problems and the corresponding factors. Such attempts are expected to be helpful in the possible evolution of some fruitful and compatible strategies to yield the maximum academic output. Additionally, Khan thinks that teaching of English at most technical colleges of Saudi Arabia serves two purposes: first, it strengthens the foundation of English and later lays the basis for Specific English which will be used in the years of the students' specialties such as business, health, computers etc. English teaching is taught even at the school levels, but it does not enjoy as much important part in the curriculum as in many other developing countries. Despite a sound planning, purposive curriculum, suitable textbooks, qualified teachers and effective administration, the teaching-learning process sometimes seems to be ineffective especially the case of skill development is not found as satisfactory as it should be. Khan asserts that there are so many factors that affect teaching and learning process in Saudi Arabia specifically, the students face problems in learning due to the reason that they don't study English in early stages and don't use English as a medium of instruction except in certain higher education courses. Further, environment and family background play a vital role in the success of the learning process. For example, countries like Saudi, where most of the people are not well educated,

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have a humble background in education. Moreover, the income of most of the families may not be adequate. Hence, the parents are not interested in giving a good education background or educational promotion to their children. In some cases, they are willing to engage the children in some jobs in order to earn money. This is the very basic reason and the affecting factor in teaching. Secondly, the infrastructure, school buildings, classrooms, labs, etc. may not be quite adequate. There can be many other socio-linguistic or pedagogic issues that can be found related to the teaching/learning of English in Saudi in general. According to Khan, there are many other factors affecting learning such as lifestyle, discipline, punctuality, motivation, future aim, family pressure, social status, lack of guidance, excessive freedom etc. The tendency of self-study is completely missing among the students. In a similar manner, Khan, (2011), conducted a study to analyze English learning barriers in the Saudi context. Khan focuses on the following: the motivation of the students and the teachers, dedication and commitment, teacher's role, teacher's characteristics, teaching strategies, training and professional development. The case of Saudi Arabia is very important for many reasons. The government is spending a lot of money on education. But, the achievement of learning is not up to the mark.

Therefore, it is essential to study the effect of the above-mentioned factors on academic achievement which will consequently lead to the possible evolution of some feasible and compatible teaching-learning strategies. Such strategies are expected to minimize the chance of waste and yield maximum educational output in Saudi Arabia in particular. There are some learning barriers in general that all students face around the world, but according to Khan Saudi students in educational setting face linguistic barrier, motivation of the students and the teachers, dedication and commitment, teacher's role and characteristics preparedness, teaching strategies, training and professional development. There are some adult barriers that Khan also mentioned such as responsibilities (families, careers, social commitments), lack of time, lack of money, childcare, scheduling problems, transportation problems and insufficient confidence. However, he excludes Saudi learners from the other learners in facing those problems because most of them have enough money. Additionally, Khan, (2016) conducted an exploratory study to examine barriers in learning English that emphasizes the view that educational objectives will remain unachieved unless teaching-learning of English is properly done. The entire process of the learning of English is generally attributed to many variables' adverse effect. The study explores the barriers faced by learners while learning English. Descriptive method of analysis includes a purposive sampling technique to choose two samples: students and teachers. The study took place at KAU-Jeddah consuming around 8 months. The barriers to learning the English language according to Khan may include personal, socio-economic, psychological (attitudinal), infrastructural or even institutional/administrative. These categories may further be grouped as habitudinal barriers, linguistic barriers, personal barriers, physiological barrier (fatigue) and pedagogic barriers. The ultimate purpose of the study is to explore the prominent barriers that affect the learning of English in Saudi Arabia leading to the stage where a compatible strategy may accordingly be evolved for better and effective outcomes

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in near future. Therefore, the conducted study reveals that specific and personal barriers exist especially in the case of learning. The result of English is quite below the expectations. Each barrier has a specific reason which needs to be studied and tackled appropriately. As it has already been mentioned that almost all the necessary infrastructural facilities are available (including e-resource), one can point one's finger towards these barriers and a suitable strategy should also be evolved to cope with them. Finally, the author has declared that no competing interests exist.

Elyas & Al Grigri, (2014) explored the obstacles to teaching English in Saudi Arabia public schools from Teachers' and supervisors' perceptions. They stressed again on the status of English in Saudi Arabia and the association of English with modern technology, with economic progress, and with internationalization, has encouraged people all over the world to learn English and to have their children learn it as early as possible. In Saudi Arabia tremendous efforts have been made at every level of education to impart proficiency among the students. Despite all the efforts made by the various bodies, the situation of teaching English in Saudi Arabia has always been in a constant state of flux. In This article, researchers view learning and teaching obstacles from teachers' and supervisors" perception. The findings of the study resemble most of the others researches about barriers and problems of English education in Saudi Arabia. So the findings have revealed that: There is a scarcity of development programs, scarcity of in-service training, weakness of in-service training programs, low students' motivation, overuse of traditional teaching methods, scarcity of using teaching aids and modern technology, weakness of school supplies, and scarcity of language laboratories. These are the major obstacles to teaching English in public education schools in Saudi Arabia from the teachers' and supervisors' views. Besides Saudi context, Arab learners and teachers of English have similar barriers as Fareh, (2010) states in a study that considered the challenges of teaching English in the Arab world and why can't EFL programs deliver as expected? Fareh says that special institutions have dedicated themselves to training English language teachers by organizing pre-service and in-service training courses that, in the end, lead to awarding participants a teaching certificate.

Moreover, Higher education institutions offer degree programs in TEFL. Although tremendous efforts have been exerted to improve the teaching-learning process of English, EFL programs still fail to deliver as expected. This paper attempts to identify the challenges that we encounter in teaching English in the Arab World countries. According to Fareh, the main challenges are: improperly trained teachers or inadequate teaching methodology Teachers play a vital role in the teaching-learning process. The teacher is one of the major pillars of success in the teaching-learning context. Second, teacher-centered rather than learner-centered activities, teaching is often pitched at the level of the average student. It, thus, ignores the slow learners and the fast ones. Both groups get bored either because they cannot follow or because they already know. In other words, two sectors of the class are marginalized, so they benefit little from the teaching process. Third, Students' aptitude,

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initial preparedness and motivation School and university teachers often complain of the low proficiency of their students. They also claim that students are not motivated to learn. Fourth, compartmentalization vs. whole language approach EFL teachers, due to their inadequate pedagogical preparation, still believe that language can be better taught as a number of discrete or disconnected rather than integrated skills. For example, grammar is taught independently of reading and writing. Moreover, writing is not related to reading. This fragmented approach reduces the communicative competence of learners. Fifth, Lack of emphasis on developing skills– the emphasis is rather on rote learning. In general, many students excel when examinations focus mainly on memorization and rote learning. On the other hand, they do not do well when exam questions involve creativity, critical thinking, or problem-solving. They complain and, unfortunately, they find some who listen to them without trying to do any modifications somewhere in the educational system. Sixth, textbooks and teaching materials: the evaluation of many EFL textbooks used in a number of Arab countries revealed the facts that they are in general culturally inappropriate. Often higher than the level of students, written by native speakers of English, who more often than not, have no adequate background about the learners and their needs or their linguistic background, irrelevant topics and Size of the book is usually large and cannot be covered in a semester or a year. Seventh, assessment method is a major factor that may account for the failure of the EFL programs that are adopted by ministries of education. Finally, exposure to English is, by and large, minimal. This can be attributed to the undesirable teaching practices and to the improperly prepared teachers. Arabic is frequently used in classes. The teacher talking time is much more than the student talking time. The class size is usually large; a matter which makes it difficult for teachers to involve students in discussions or oral interaction.

METHODOLOGY

The main research question in this study is what are the barriers of learning and teaching English in English Department at Ahad Rufiadah College in KKU? To provide statistically significant answers to this question, a mixed method approach with two data collection tools is conducted. The tools are open-ended interviews and questionnaires. In most mixed method studies that investigate education assessment, researchers such as Brookhart & Durkin (2003) conduct interviews and questionnaires simultaneously. Interviews usually give deeper insights about the emotions, attitudes, actions and the thoughts of participants. Questionnaires are effective in eliciting responses from a large group of participants. In general, the data from both tools are analyzed quantitively and qualitatively.

Instruments
Questionnaire
The target for the questionnaire is learners and teachers of English language in English department at Ahad Rufiadah College in KKU. The questionnaires are administered to learners and teachers in an effort to reveal potential barriers known only to each group

using a Likert scale multiple-choice response. The learner's questionnaire has twenty close-ended questions, and teacher's questionnaire has fifteen closed questions. The questionnaires aim to find possible barriers to English language learning and teaching at the department.

Interviews
The teacher's interview consisted eight open-ended questions. It is designed to encourage the participants to elicit opinions, thoughts and perceptions in more depth about their experiences learning English language and barriers they encounter. The questions covers the same possible barriers as stated in the questionnaire. Ten interviews are administered with ten teachers and eight interviews for learners.

Participants
To achieve the objectives of this study, 40 participants are selected; teachers and learners from different levels. Because English Department is considered a new major at the college, there are only ten teachers and about four hundred students. This is small when compared to other colleges and the main campus of KKU. Therefore, teacher' the interview and questionnaire involve all of the ten teachers. Teachers' responses are expected to provide real barriers facing the participants -teachers and learners- because teacher deal with large numbers of learner population. Learners' responses are expected to reveal some barriers that teachers may not recognize them.

RESULTS

In the light of the reviewed literature and the application of the tools of the study, this section attempts to analyze the data and discuss the results by means of table of frequency distribution and percentages. The study aims to identify the obstacles to teaching English from teachers' and learners' perception. The data were presented and analyzed under two headings: 1) The results from the perception of teachers, and 2) The results from the perception of learners.

The results from the teachers' perception

	Barriers to English Language Teaching	Strongly Agree + Agree (%)	Undecided (%)	Strongly Disagree + Disagree (%)	Total (%)
2	A lack of teacher preparation is one of the barriers.	90.9	9.1	0	100
3	A lack of professional development programs is a barrier.	91	0	9	100
4	A lack of in-service training is a barrier.	72.5	27.5	0	100
5	A lack of motivation among the learners is one of the obstacles.	100	0	0	100
6	The lack of discipline and consequences for bad behavior in classrooms is one of the obstacles.	91	9	0	100
7	An insufficient number of weekly classes is a barrier.	90.5	9.5	0	100
8	The insufficiency of supporting textbooks and correct materials is a barrier.	100	0	0	100
9	An excessive use of traditional teaching methods is a barrier.	73.5	10	16.5	100
10	The scarceness of using modern technology in teaching is a barrier.	46.5	18.5	35	100
11	A lack of college supplies is a barrier.	82	18	0	100
12	An insufficient number of the language labs in college is a barrier.	100	0	0	100
13	A lack of mechanisms and tools of evaluation is a barrier.	70	9	21	100
14	Loading teachers with additional administrative duties is a barrier.	98	2	0	100

The teachers' perception
The results of the administrated questionnaires and interviews show that teachers measured most of the mentioned statements as barriers to English teaching in the college. A good percentage of teachers (90.9%) consider the lack of teacher preparation is one of the barriers. Teachers emphasized on the importance of lesson preparation to save and manage class time wisely, organize materials for the purpose of helping students achieve the intended learning outcomes. Regarding the lack of professional development programs, 91% of teachers thought it is a barrier. They appreciate the various kinds of programs that KKU offer in different fields, but there is a scarcity in English language teaching development programs. Similarly, 72.5 % of teachers agree that they need in-service training especially teaching-assistants since most of them lack teaching experience. According to 100% teachers, lack of motivation among the learners is the hardest obstacle. Teachers agree that regardless of the efforts that they dedicate to their students, there is still lack of motivation among learners. In terms of the lack of discipline and consequences for bad behavior in classrooms, 91% teachers consider it as an obstacle. While the interviewees agreed that teacher is the key of disciplining in class room, they asked for more firmness of bad behavior consequences in the college in general. The majority of teachers 90.5% found the allocated weekly class time of different courses is a barrier. The limited time of class which is generally one hour for each course confine teachers to the overuse of traditional teaching methods and avoid using extra activities that would improve the learner's progress. All teachers 100% agreed that the insufficiency of supporting textbooks and correct materials in forms and substance is a barrier and they thought that a constant improvement of text books in necessary. Also 73.5% teachers found that the excessive use of traditional teaching methods is a barrier and some of them refer this barrier to the lack of time. In contrast, 16.5% teachers thought that traditional language teaching methods are sufficient. Likewise, 46.5% teachers found the scarceness of using modern technology in teaching is a barrier and 35% did not consider it as a barrier since new technologies take time and some of teaching aids need training courses in how to use them which is not expected. In terms of the college supplies and insufficient number of the language labs 82% teachers thought that there is a lack of supplies and 100% agreed on the need of more language laps including computers, speakers, headphones or chairs especially for listening comprehension, phonetics and phonology courses. In each lab there are 29 computers while usually in most sections there approximal 50 students. The results also show that 70% teachers consider the lack of mechanisms and tools of evaluation is a barrier. With regards to the administrative duties that teachers required to perform, 98% teachers agreed that this is a barrier to teaching. They thought that there are administrative responsibilities and several non-curricular activities that they required to engage. The excessive workload forms pressure on them beside covering the specified materials within a limited period of time. Moreover, interviewees added that the lack of placement exams before joining English Department is a barrier since academic level of some students is not up to the department. Adding to that, teaching some courses that aren't preferred by a teacher or it is not her specialty could be kinds of barriers encountered.

The results from the learners' perception

	Barriers to English Language Learning	Strongly Agree + Agree (%)	Undecided (%)	Strongly Disagree + Disagree (%)	Total (%)
2	I feel comfortable and enthusiastic while at the college.	31.5	30.5	38	100
3	I enjoy learning English.	76.5	9	14.5	100
4	I feel comfortable sitting in class.	41.5	8.5	50	100
5	The classrooms are properly equipped.	42	31.5	26.5	100
6	I stay concentrated in the class.	59	13.5	27.5	100
7	I depend on money to learn English.	36.5	13.5	50	100
8	I need a tutor to learn English effectively.	59	13.5	27.5	100
9	English is an important language to learn.	77.5	13.5	9	100
10	My parents support me in learning English.	85	9	6	100
11	My friends support me in learning English.	59.5	13.5	27	100
12	I take notes in class.	63	18.5	18.5	100
13	I manage my time carefully.	50	13.5	36.5	100
14	I go to sleep quite late at night.	45.5	18.5	36	100
15	My teachers teach well.	55.5	13.5	31	100
16	My teachers understand my problem.	28.5	36.5	35	100
17	The required textbooks are beneficial for an English learner.	46	31.5	22.5	100
18	The courses' content is interesting and encourage self-learning.	49.5	22	28.5	100
19	I depend only on my class teaching.	32.5	22.5	45	100
20	I would like my teachers to be native English speakers.	50	0	50	100

The learners' perception

The results of the administrated questionnaires and interviews to learners show that 31% learners feel comfortable and enthusiastic while at the college whereas 38% do not feel that. Also 76.5% learners enjoy learning English. On the other hand, 41.5% learners responded that they feel comfortable sitting in class while 50% do not. Moreover, 52% learners thought the classrooms are properly equipped and 26.5% thought class rooms need speakers for listening comprehension classes and projectors do not work in all classrooms. In addition, I stay concentrated in the class. According to 59%, learners stay concentrated in the class. Also, 36% learners revealed that they depend on money to learn English while 50% do not. Interviewees who depend on money thoughts they need money to hire tutors or join English language learning applications or courses in private institutions. In terms of the need to private tutors, 59% learners said that they need tutor to learn English effectively especially when they have exams. For the attitudes towards English language, 77.5% agreed that English is an important language to learn. Also, the majority of learners 85% learners said that their parents support them in learning English and proud of them as English language speaker. Similarly, 59% learners said that their friends support them in learning English. Moreover, 63% learners take notes in class and 50% learners revealed that they manage their time well for the success of their academic life. Similarly, 45.5% responded that they go to sleep quite late at night. From the pedagogical side, 55.5% learners thought that their teachers teach well while 31% do not. Also, 28.5% feel that their teachers understanding their problems while 35% do not. Regarding the required textbooks, 46% learners thought that they are beneficial for an English learner and 49.5% agreed that the courses' content is interesting and encourage self-learning. Furthermore, 32% learners depend only on class teaching and 45% depend on their self-study because they thought that internet provides users with millions of resources that any learner can learn English language particularly without teachers. The results also showed that learners were divided equally about native speaker teacher. Half of respondents found native speaker teacher is a great opportunity for learners to learner and practice the language with a real speaker. In the contrary, the other have preferred Arab English teachers because they are more understanding, translate when there is a need and communication in general is easier. Moreover, interviewees agree on their need of constant need of motivation from their teachers and the majority of learners confirm that it is difficult to practice the language outside the classroom. They revealed that most teachers encourage them to practice the language with them in office hours, but teachers are usually busy.

DISCUSSION

The combination of quantitative and qualitative date results can be classified under three headings: 1) barriers that teachers encounter, 2) barriers that learners encounter, 3) barriers that teachers and learners agree on learning and teaching English.

1) The results showed that teachers agreed on the problems that they think of them as

English language teaching barriers and they are eighteen problems including the lack of several factors. A lack of teacher preparation, professional development programs, in-service training, motivation among learners, discipline and consequences for bad behavior in classrooms and college supplies. The other factors in terms of insufficiencies are the allocated number of weekly classes, supporting textbooks and correct materials, using modern technology in teaching, number of the language labs in college and the excessive use of traditional teaching methods.

2) The results also revealed that learners' barriers can be classified as personal, lifestyle, financial, motivational and teaching related. Most learners do not feel comfortable and enthusiastic while at the college or sitting in class. Regarding life style, around half of respondents sleep quite late at night which may lead to fatigue at college and difficulty to concentrate in class or manage time wisely. Financially, some learners found money they receive as stipend or from their parents is essential for paying to tutors or joining English language learning applications and private institutions. The quantitative date results showed the positive attitudes that learners have toward English language and learning it, but the qualitative data revealed that learners lack motivation. Concerning teaching related barriers, approximately half of respondents found classrooms are not properly equipped for language teaching such as speakers, projectors or smart boards. Further, around 50% learners do not consider the required textbooks are beneficial for an Arab, or Saudi English learner and a similar percentage showed that the courses' content is not interesting and encourage self-learning. Also, learners opine that they hardly communicate with their teachers and teachers do not understand their problems, but they disagree on the preference of the nationality of teacher.

3) Teachers and learners agree on some factors as barriers; lack of motivation among learners. Adding to that, insufficiency of supporting textbooks and correct materials, weakness of college supplies such as classrooms equipment or language laps. Also, the administrative duties that teachers have beside their academic timetables that restrict learners from the benefit of office hours.

The findings of the study reveal that the barriers that English teachers and learners encounter are real barriers and they similar and consistent with the results to several studies that have investigated the problems of English language teaching and learning in Saudi Arabia or in the Arab world. In terms of the lack of professional development programs and in-service training, the study agrees with Al-Seghayer (2014, 2017), Elyas & Al Grigri (2014) and Fareh (2010) that stressed on the necessity of language professional development programs and in-service training. The same for the lack of teaching aids, technology, language labs in any educational establishment. The study also agree with Fareh (2010) that emphasized on the textbooks and teaching materials that are used in a number of Arab countries are culturally inappropriate and often higher than the level of students, irrelevant topics, written by native speakers, who more often than not, have no

adequate background about the learners and their needs or their linguistic background. The study also coincides with Al-Seghayer (2014, 2017), Elyas & Al Grigri (2014), Fareh (2010) and Khan (2011, 2011,2016) regarding the absence of learner's motivation. Finally,the study also agrees with Al-Seghayer (2011) in the excessive workload of teachers with academic and administrative responsibilities that cause work-related stress and consequently revert them to use traditional teaching methods.

CONCLUSION

The study supports several studies that analyses English language learning and teaching problems since that English language programs outcomes in Saudi Arabia are not up to expected level despite the massive effort by the government, teachers and decision makers. The results of this study show a reasonable answer to the main question of this research: what are the different language learning barriers that learners and teachers encounter in The English Department at Ahad Rufiadah Female College in KKU from the perception of both the teachers and learners. Overall, English proficiency level of learners at the college is expected to maintain the current performance except all psychological, pedagogical and administrative factors are considered.

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Appendixes
Appendix: 1
Questionnaire
Language Learning Barriers at the English Department at Ahad Rufiadah Female College in KKU.

The following questionnaire is part of a study prepared by a teacher from Ahad Rufiadah Female College in KKU to find out teaching English barriers. Your cooperation in completing this study by responding to the following questions would be greatly appreciated.

1) What is your academic position?
Teaching-Assistant   Lecturer   Assistant professor

2) A lack of teacher preparation is one of the barriers.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

3) A lack of professional development programs is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

4) A Lack of in-service training is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

5) A Lack of motivation among the learners is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

6) Lack of discipline and consequences for bad behavior in classrooms is one of the obstacles.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

7) An insufficient number of weekly classes is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

8) The insufficiency of supporting textbooks and correct materials is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

9) An excessive use of traditional teaching methods is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

10) The scarceness of using modern technology in teaching is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

11) A lack of college supplies is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

12) An insufficient number of the language labs in college is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

13) A lack of mechanisms and tools of evaluation is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

14) Loading teachers with additional administrative duties is a barrier.
Strongly Disagree   Disagree   Undecided   Agree   Strongly Agree

15) Add any barriers to teaching English in the college that you have encountered that are not mentioned above:

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Appendix: 2
Teacher's Interview questions

As a TEACHER of English Language in Ahad Rufiadah College in KKU., allow me to ask you some questions in order to find out what the barriers to teaching English in the college are:

1. First, do you think that a lack of the teacher's preparation is one of the barriers?

2. What about professional development and in-service training programs, are they adequate, are they beneficial, are they accessible to foreigners as well as Saudi nationals?

3. Weakness of motivation among students to learn English, is it a barrier?

4. What do you think of the English textbooks used in the college? Are they sufficient in form and material? Are the number of classes allocated for teaching these books sufficient?

5. Do you think that the overuse of traditional methods and the scarcity of using teaching aids and modern technology form barriers to teaching English?

6. Do you consider a lack of college supplies and a scarcity of language labs are barriers to teaching English?

7. A lack of discipline and consequences for bad behavior in classrooms are two obstacles, what do you think?

8. What about the weakness of evaluation tools and their mechanisms, is it one of the obstacles?

Thank you very much for your cooperation

Appendix: 3
Questionnaire
Language Learning Barriers at the English Department at Ahad Rufiadah Female College in KKU.

The following questionnaire is part of a study prepared by a teacher from Ahad Rufiadah Female College in KKU to find out learning English barriers.Your cooperation in completing this study by responding to the following questions would be greatly appreciated.

1) What is your level?
Second   Fourth   Sixth   Eighth

2) I feel comfortable and enthusiastic while at the college.
 Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

3) I enjoy learning English.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

4) I feel comfortable sitting in class.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

5) The classrooms are properly equipped.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

6) I stay concentrated in the class.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

7) I depend on money to learn English.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

8) I need a tutor to learn English effectively.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

9) English is an important language to learn.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

10) My parents support me in learning English.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

11) My friends support me in learning English.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

12) My teachers teach well.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

13) I manage my time carefully.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

14) I go to sleep quite late at night.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

15) I take notes in class.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

16) My teachers understand my problem?
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

17) The required textbooks are beneficial for an English learner.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree

18) I depend only on my class teaching.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree
19) I would like my teachers to be native English speakers.
Strongly agree   Agree   Undecided   Disagree   Strongly Disagree
20) The courses' content is interesting and encourage self-learning.
 Strongly agree   Agree   Undecided   Disagree   Strongly Disagree
 **21) Add any problem of learning English that you
encountered:** ………………………………………………………………………
………………………………………………………………………………………………
………………

Thank you very much for your cooperation
 Appendix: 4

Learner's Interview questions
As a learner of English Language in Ahad Rufiadah College in KKU, please allow me to
ask you some questions to identify out what the barriers to learning English in our college
are:
1) What is your level?

2) Do you feel comfortable and enthusiastic about attending college?

3) Do enjoy learning English?

4) Do feel comfortable sitting in class?

5) Do you think the classrooms are properly equipped?

6) Do you depend on receiving money to learn English? Why?

7) Do you need a tutor to learn English effectively? Why?

8) Do you think English is an important language to learn?

9) Is there anyone who supports your language development?

9) Do you think your teachers teach well? Explain.

10) Do you manage your time? When do you usually go to sleep?

11) Do you stay concentrated in the class and take notes?

12) Do you understand your teacher and does she understand you and your problems?

13) Would you prefer your teachers to be native English speakers?

14) What do you think of the required textbooks?

15) Do you think the courses' content are interesting and encourage self-learning or do you depend only on class teaching?

16) What are the problems of learning English that you have encountered?